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ABSTRACT

The New Jersey High School Proficiency Test for grade 11 (HSPT11) replaced a similar requirement for grade 9 and became a graduation requirement in October 1993. As in the past, the writing test consists of a writing sample, which assesses student abilities to write sustained discourse, and a multiple-choice portion that assesses how well students are able to read critically, revise, and edit the written text of others. This booklet focuses on the writing sample from the October 1995 administration of the HSPT11. It presents the scoring method and the criteria used to evaluate student writing, and it offers suggestions for using the scoring method and student test data to improve classroom instruction. Student writing is scored with the Registered Holistic Scoring Method (RHSM) developed by the New Jersey Department of Education in a study involving approximately 200 educators. The RHSM brings uniformity to the evaluation of writing across contents and settings by specifying four salient features of writing proficiency: (1) content/organization; (2) usage; (3) sentence construction; and (4) mechanics. In the RHSM, these features are anchored or registered by descriptions that vary for each value on the scoring guide. These values describe proficiency level on a six-point scale. Four appendixes describe test administration materials, discuss the scale points, present the scoring rubric, and contain an author's self-report form. (SLD)

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October 1995 Grade 11 High School Proficiency Test (HSPT11)

The Registered Holistic Scoring Method: A Writing Handbook

April 1996

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THE REGISTERED HOLISTIC SCORING METHOD: A WRITING HANDBOOK

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THE REGISTERED HOLISTIC SCORING METHOD

The New Jersey graduation test has been used to assess students' ability to write standard English since 1984. From 1985-86 through 1989-90, this assessment was conducted with ninth-grade students as a component of the Grade 9 High School Proficiency Test (HSPT9). In 1993-94, the HSPT9 was replaced with the Grade 11 High School Proficiency Test (HSPT11), administered for the first time as a graduation requirement in October 1993. As in the past, the Writing section of the new test consists of two components: a writing sample, which assesses students' abilities to write sustained discourse, and a multiple-choice portion, which assesses how well students are able to read critically, revise, and edit the written text of others.

This booklet focuses on the writing sample resulting from the October 1995 administration of the HSPT11. It presents the scoring method and criteria used to evaluate student writing and offers suggestions for using the scoring method and student test data to improve classroom instruction.

Student writing on the HSPT11 is scored with the Registered Holistic Scoring Method (RHSM). Developed by the New Jersey Department of Education in a research study involving approximately 200 educators, RHSM has been used since 1986 as the scoring method for state-developed writing assessments. RHSM is not only an index of students' ability to apply standard written English in sustained discourse; it also is a measure of students' ability to communicate effectively within a range of situations and audiences that they are likely to encounter as citizens.

THE REGISTERED HOLISTIC SCORING METHOD: AN OPERATIONAL DEFINITION

RHSM brings uniformity to the evaluation of writing across contents and settings by specifying four salient features of writing quality and levels of writing proficiency: content/organization, usage, sentence construction, and mechanics. For any given sample, the scoring method serves as an indicator of how well the writer communicates an intended message to a given audience with respect to these four salient features.

In RHSM these pre-determined features are anchored or registered by descriptions that vary for each value on the scoring guide or rubric. The point values or score points describe **the proficiency level or how well the student** handles the four features. RHSM is based on a six-point score scale: 1 (lowest) to 6 (highest). Each score point on the six-point scale has the same four features but with different descriptions for each level of proficiency; with RHSM, evaluations are first made with respect to content/organization and then adjusted with reference to the other three. In this way, an integration of these descriptive features enables readers to evaluate the quality of a written response with respect to a point value on the scale. Much of the focus of the RHSM is on content/organization of the response. This focus distinguishes the method from other holistic approaches. Thus, the organization of a response assigned a value of 2 is not as high quality as the organization of a response assigned a value of 3. See Appendix B for the RHSM scoring guide criteria (rubric).

In summary, the Registered Holistic Scoring Method:

- uses score-point criteria representing six progressive levels of writing skill proficiency;
- uses consistent language across all score points;
- defines each feature at each score point, emphasizing content and organization; and
- provides accuracy and consistency through stringent controls on the training and qualifying of scorers.

The scoring method does not rely upon the readers inferring performance criteria from exemplars or anchor papers. Rather, the method defines consistent criteria for judging writing quality independent of the sample of responses. Training and qualifying sets of student papers are used to illustrate how the scoring criteria are applied across the possible score range of 1 to 6 points. The samples and accompanying anecdotes included in this document are examples of student performance with respect to the four features of written language.

Appropriateness of the Registered Holistic Scoring Method

- The Registered Holistic Scoring Method anchors consistent features of writing independent of purpose and audience from year to year. This consistency is necessary because a different population sits for the test at each administration and a different writing task is administered each time. To assure the same meaning of score points from one test administration to the next (same level of student writing), the scoring method focuses upon invariant criteria of good writing. Although a task can elicit a variety of responses written in a variety of rhetorical modes (narrative, persuasive, etc.), a paper's rating is based on the student's facility with the four features: content/organization, usage, sentence construction, and mechanics. That facility is registered by a point on the score scale that describes the student's command of written language.

- The established criteria allow the anchoring of the four consistent features from year-to-year and therefore eliminates scoring procedures that are strictly normative or based on differing evaluation criteria. That is, a paper receiving a "4" one year could conceivably receive a "2" the following year if it were scored with reference to the sample of student skills or to varying scoring criteria. Scored according to the Registered Holistic Scoring Method, however, a paper receiving a "4" one year will more consistently receive a "4" the next year.

- Because the criteria for the Registered Holistic Scoring Method are set forth at each of the six score points as four descriptive features, scorer reliability can be maintained. The descriptive statements of each feature at each score point describe the quality of writing assigned that score point.

- The distribution of scores based on the Registered Holistic Scoring Method reflects the success of districts' instructional programs because the uniform scoring criteria are published and disseminated for inclusion in these programs.

- Reader bias (a personal preference for scoring based on form/number of paragraphs, flavor or style, etc.) is diminished because the criteria are established prior to the actual scoring of the students' responses. In addition, the criteria are essential factors within the training and qualifying papers used to select reliable readers who can consistently and reliably apply the scoring criteria of the score scale.

- The Registered Holistic Scoring Method emphasizes writing as a higher-order thinking skill as measured by the HSPT11. Writing requires knowledge of one's topic (content) and a cogent application of that knowledge (organization); use of the English language according to a recognized standard (usage); the structuring of words and sentences to present a complete thought or message to the intended audience(s) (sentence construction); and the application of the conventions of the English language that serve to clarify the author's intended message (mechanics).

- The scoring rubric permits an analysis of students' strengths and needs when writing on demand in a timed setting. This benefits educators by indicating the effectiveness of the instructional programs and strategies with respect to evaluation criteria expressed by the rubric.

REGISTERED HOLISTIC SCORING: 1995

SCORING WITH THE CRITERIA

During November and December 1995, approximately 80,000 New Jersey grade-eleven student responses were scored in Durham, North Carolina, by Measurement Incorporated (MI) under subcontract to National Computer Systems (NCS), the HSPT11 test contractor. Measurement Incorporated is an educational test design, scoring, and reporting company that works primarily with state departments of education with large-scale assessment needs. In addition to scoring the HSPT11 essays, MI also handscored student responses to constructed-response reading and mathematics test items.

To accomplish the scoring of the eleventh-grade essays, MI selected 90 of its most experienced readers. These were readers who had performed at a high level in past handscoring projects. All readers, regardless of experience, were required to participate in an intensive three-day training period. Only readers who met the 80% agreement standard qualified to score New Jersey essays. By the end of training, the readers had "internalized" the defined criteria (four features) at each of the six score points of the Registered Holistic Scoring Method by practice scoring and discussing over one-hundred sample student responses. It took approximately four weeks to complete the scoring.

SCORING PERSONNEL AND PROCEDURES

Many individuals are responsible for ensuring the success of scoring any large-scale writing assessment. Key to the process of scoring New Jersey's grade-eleven responses accurately and reliably were MI's senior project manager, the chief reader, eleven team leaders, the readers, and clerical aides.

MI's senior project manager worked closely with the department throughout the handscoring process. The senior project manager participated in all range-finding and training paper selection activities prior to the onset of reader training. The senior project manager directed the activities of the chief reader and oversaw all aspects of the project including monitoring reader performance (reader reliability and production rates), directing retraining efforts, and supervising the capture of scoring data.

The chief reader participated in pre-reading and training paper selection along with MI's senior project manager and the department's writing assessment specialists. Additionally, the chief reader annotated the anchor papers that, along with the scoring criteria, made up the Scoring Guide and trained the eleven team leaders who would subsequently assist in reader training. It was the responsibility of the chief reader to introduce the writing tasks, rubrics, and sample essays; to conduct the majority of the training sessions (some training sets were discussed in teams); and to ensure that readers scored reliably and consistently throughout the scoring process. The chief reader supervised the team leaders, directed all scoring and validity procedures, read and interpreted reader quality control reports, and conducted all retraining activities. Additionally, the chief reader assigned all nonscorable codes and did resolution readings.

Each team leader was responsible for small group training sessions with the eight to ten readers who constituted his/her team. Under the supervision of the chief reader, some training sets were discussed in teams to encourage more questions from individual readers and to allow team leaders to get a clearer picture of the level of understanding of each team member.

Team leaders relied heavily upon periodic individual and small group retraining to correct reader drift (that is, scoring that was not in accord with the criteria). They spot-checked reader scoring packets throughout the project and counseled readers who had a higher than acceptable discrepancy rate. A paper is considered discrepant if two independent readers assign non-adjacent scores to the same response (e.g., one reader assigns a "6," the

second reader a "4"). Additionally, team leaders met twice daily as a group with the chief reader and discussed any scoring differences to guard against team "drift."

Once trained, the readers' primary task was to score accurately all grade-eleven student responses. To accomplish this task, clerical aides distributed scoring packets containing 25 essays and two score sheets to each reader. The readers recorded their reader number, team designation, and the date on the packet header sheets. The first reader of the packet then coded his/her reader number on the Reader 1 score sheet and proceeded to score all the papers in that packet. Student identification numbers on the score sheet were checked carefully against the numbers on the student response document to make sure that they were in agreement. If there was an error, the packet was flagged (marked with a sticker) for the aide to check. If the aide was unable to correct the error, the packet was given to the chief reader. After all the papers in a given packet had been scored once, the aide collected the scored packet, removed the Reader 1 score sheet, and distributed the packet to another reader on a different team for second reading. The second scorer followed the same procedures as the first scorer, but used the Reader 2 score sheet.

Readers were also responsible for recognizing and flagging nonscorable responses (fragment, off-topic, not English, no response) and "alert" papers (e.g., suspicion of child abuse) so that these papers could be handled in the correct manner. Alert papers were scored, but then forwarded to the chief reader for review. If the chief reader agreed that the students' own words specifically stated a situation that qualified as an alert or reflected a potential child at risk, the paper was copied and sent to the department for documentation and follow-up. The Department of Education brings these alerts to the attention of appropriate authorities.

The clerical aides played an important role in maintaining the paper flow throughout the scoring process. They were responsible for keeping enough packets in the scoring room to keep the readers busy. This included distributing packets for first readings and also directing packets that had one reading completed to different teams for second readings. Once packets had been read twice, the aides took them to the warehouse for filing. In addition, the aides collected completed score sheets and forwarded them to the CRT room, where scores were entered into the data base. If any packets produced resolution readings, the aide retrieved these from the warehouse and gave them to the chief reader for adjudication.

SUMMARY

Scorers using the criteria of the Registered Holistic Scoring Method must first focus their attention on the **content and organization** of the student's writing as it addresses the topic and then adjust their 1 (lowest) to 6 (highest) score point based upon the effect of three other criteria: **usage**, **sentence construction**, and **mechanics.** Only one score point is assigned by each of the two independent readers, and the final score represents the sum of the two scores. The score for each student response, therefore, is reported on a scale of 2 to 12. It should be noted that a paper scored a 2 (two readers each gave the response a 1) may have merits in spite of serious needs. Teachers need to identify these strengths for their students so that students can recognize them and build upon their writing ability.

The criteria of the Registered Holistic Scoring Method can help district personnel analyze each student's ability to communicate in writing. The criteria at each score point on the six-point scale are explicit and descriptive of the same four features but with inherent differences which indicate at each score point the student's command of the written language.

USING THE STUDENT RESPONSES AND THE REGISTERED HOLISTIC SCORING METHOD FOR STUDENT AND PROGRAM EVALUATION

With respect to students' ability to generate written language, the students' responses can provide significant information regarding both the writing curriculum and individual student strengths and needs. Student responses are the best measure of student writing; therefore, teachers at all grade levels are encouraged to examine this source of information about their students.

A review of student responses in conjunction with the criteria of the Registered Holistic Scoring Method and descriptions of representative responses provides some identification of students' strengths in written communication and areas in need of improvement. The test results and additional samples of student writing provide indicators that can be used to establish standards for acceptable writing at specific grade levels.

Analysis of the responses alongside the score criteria can yield data about how the top, middle, and lower-level writers in the school and district write when required to compose on demand. The series of questions below can be used to help analyze the students' writing. Note that the questions are directly linked to the criteria of the Registered Holistic Scoring Method. Use the criteria to establish questions like the following:

CONTENT/ORGANIZATION

- What organizational patterns have been chosen by the writers? Can they all establish a focus for their papers? Do they have beginnings? Do they have endings? Are the papers cluttered with irrelevant information? Do they progress logically from beginning to end? Are transitions appropriate and varied?
- How many of the students appear to be able to express themselves on a given topic? How many seem to find it difficult to write on a given topic?
- Are key ideas developed with appropriate and varied details? Are responses highly effective and vivid?

USAGE

- Do students use words that are grammatically correct?
- Does the word usage reflect appropriate tense form and sequence, proper pronoun case, correct use of negatives, pronoun agreement, use of proper modifiers, as well as subject-verb agreement?
- Are the word choices appropriate to the context of the response? Are they vivid, rich, and meaningful?

SENTENCE CONSTRUCTION

- Is a variety of sentence types used by the writers? What types of sentence construction do they use? Are the statements incoherent, unintelligible, fragmented, repetitive, or rambling?

MECHANICS

- What is the impact of the mechanical errors in the papers? Does any pattern emerge with respect to spelling, capitalization, and punctuation?

From the answers to these and other questions, district staffs can determine a great deal about their programs. For example, perhaps most of the eleventh grade writers in school fail to use descriptive detail. Is this because the skill is not part of the writing program? Is it because the eleventh graders cannot apply it to their own writing? Perhaps they are taught various methods of sentence construction, but they cannot apply their own knowledge to their papers.

Although the writing test is administered to eleventh graders, local districts should recognize their responsibility to monitor students' written language fluency in the primary and intermediate grades in order to prepare them for the grade eleven test. Districts should assess student writing at all grades. The Registered Holistic Scoring Method is an appropriate means of assessing the writing of those who can convey meaning in sustained written discourse (e.g., of students at grade three on up). This monitoring of student writing ability in the primary and intermediate grades will produce information about students' progress in writing and will provide an "early warning" of students' needs.

Student-Teacher Analysis of Grade 11 HSPT Responses

If teachers and students are serious about improving writing, students need to study the RHSM features discussed in this handbook and practice what they learn about the use and control of standard written English. In addition to having students write regularly across varying linguistic contexts, teachers need to help individual students apply an inquiry approach by reviewing the sample responses in this handbook, the annotations on each of the samples, and the features of the RHSM score scale. This inquiry approach should then be practiced by having students evaluate their own writing for these features. Conference approaches, such as teacher-student or student-student conferencing, increase communication on the RHSM features. Writers improve most when they have had an opportunity to confer and then revise in light of the suggestions that result from an audience-author interaction. Since student responses will be returned to your school, take advantage of the opportunity to engage students in attending to the RHSM features of their own writing. In addition, students should serve as critical readers (audience) of the writing of other students and suggest possible revisions or edits.

The Registered Holistic Scoring Rubric included in Appendix C should assist educators and students when they confer about specific strengths and needs as indexed by the score point on the written response to the HSPT Writing Task. This rubric should be duplicated and distributed to students not only as an instrument to help them evaluate their response, but also as a tool for them to understand the descriptors for each RHSM score point. It should also provide them with more information about the developmental progression of criteria across the scale points.

Remind students that a score of "7" (a "4" and a "3" assigned by independent readers) is an adequate index of their command of standard written English. Direct students to look at the description of features for a score point of "4" of RHSM and to review their own paper for known strengths and needs.

On the 2 to 12 scale in which the two readers' ratings are summed, papers scored "2" through "6" tend to lack command of standard written English and are, therefore, unable to convey the task message sufficiently for the purpose and audience intended. Papers scored "7" through "9" show varying degrees of command of standard written English and are, therefore, able to effectively address the purpose and audience intended.

A Practical Classroom Application of RHSM: Bringing Students into the Evaluation Process

Evaluation should be a natural extension of the writing process. By using the RHSM in the classroom frequently, students can understand not only how their writing is evaluated, but also what constitutes good writing.

Teachers may introduce the RHSM to their students in many ways; however, the following method is one that has been used successfully with students in grades 3-12.

Before introducing the RHSM, the teacher should pass out three papers that represent a range of writing scores. Sample papers may be obtained from Appendix B or writing handbooks distributed with test results from each year of the due-notice period (1990-1993) in which the HSPT11 was administered to eleventh graders and did not count toward graduation. If papers are selected from either of these sources, the teacher may use sample responses that received a "2," "4," "6." The papers should have any scores and comments removed before they are distributed to the students. The teacher may also choose to select grade-appropriate papers from previous assignments for this activity.

Working in small groups, students should read the sample papers and decide which one they would rank highest, which one in the middle, and which one lowest. After each group has come to a consensus on the ranking of the papers, the students should talk about what makes good writing. They should also consider what makes one piece of writing better than another. Based upon their reading of the sample papers and their discussion, each group should decide what criteria constitute effective writing.

When the groups have finished their discussion, a recorder should report the group's criteria for good writing to the whole class. Either a student or the teacher can keep a running list of all the criteria on the chalkboard or a flip-chart. The teacher should then pass out the RHSM scoring sheets and the Registered Holistic Scoring Rubric (see Appendix C) and point out the similarities between the students' criteria for good writing and those identified by the New Jersey State Department of Education.

As the teacher reviews the characteristics at each of the score points, students should become more familiar with them. One way to help students internalize the criteria on the guide is to have them actually score sample papers. When students are practicing scoring these papers, they should work in small groups. After each person decides individually what score the paper should be given, the group as a whole should discuss what scores were assigned. Group discussion of the paper helps the students better understand the strengths and weaknesses in writing and helps them become comfortable with using the terminology on the RHSM Scoring Guide and Rubric.

Once students are comfortable using the RHSM, they can use it to evaluate each other's papers as well as their own. Periodically, class writing assignments can be scored by peers using the RHSM and the same procedures followed by professional readers. To do this, each paper should be read and scored independently by two students. If the two scores are the same or one point apart, these scores are then added together to determine the final score. However, if the two scores are more than one point apart, the paper is read and scored independently by a third reader, usually the teacher. In this case the student receives two-thirds the sum of all three ratings, rounded up to the next integer.

As students use the RHSM to evaluate papers, they develop a better understanding of the problems as well as the successes of writing. This understanding helps students produce better writing.

Multiple Uses of the Author's Self-Reporting Form

The features and criteria of the Registered Holistic Scoring Method have been an integral part of both the scoring of HSPT student responses and professional development training sessions for teachers since 1985. The Author's Self-Reporting Form (see Appendix D) incorporates these established features and criteria in a structural context that provides versatility in the assessment of writing and the opportunity for greater involvement of individual students in the evaluation of their own writing. It is intended to help students and teachers not only evaluate strengths and needs as indexed by the score on the responses to the HSPT Writing Task, but also to increase their awareness and understanding of the elements of effective writing. In addition, it has been designed to incorporate key components of the writing process: self-assessment at all stages of draft development, revising, editing, student-teacher conferencing, peer conferencing, and monitoring individual growth over time.

The uses of the Author's Self-Reporting Form could be used in conjunction with the teacher-student review of the scored responses to the Grade 11 HSPT Writing tasks. Prior to scheduling student conferences, teachers may provide students with a copy of this form. At that time, teachers could review the RHMS features and discuss with the students the overview and criteria as listed in the RHMS Annotation Guide. Students could then assess their own responses focusing upon the individual criteria of each feature. Part of the self-evaluation would include determining whether, in that given paper, each criteria was a strength or a need. Further analysis would be reflected in the comments that the students made about these strengths and needs. These comments on the Self-Reporting Form could then be the basis for opening the dialogue between the student and teacher in an individual conference setting.

This same procedure can also be incorporated as an instructional strategy for other conferencing situations throughout the school year. As students meet with the teacher and with each other to discuss their writing in varying stages of development, reference to common criteria and language provides objectivity to the evaluation process. Using the Author's Self-Reporting Form to record the strengths and needs identified during a conference is one way of documenting what was discussed during the conference as well as monitoring individual growth. These Self-Reporting Forms could become part of the systematic, cumulative record in each student's writing portfolio or folder.

In addition, this Self-Reporting Form could help teachers to tailor their instruction to meet the individual needs of their students. By analyzing patterns of student strengths and weaknesses that emerge in a cumulative review of forms for each student, teachers can determine criteria with which the student has met success and those areas which require further instructional emphasis.

Another instructional and curricular use of this form lies in the analysis of patterns that emerge from a whole class, school, and district. This type of study can provide teachers and administrators alike with information regarding the present status of students' writing abilities. This type of evaluation is key to discovering instructional and curricular strengths and needs and determining future strategies for the improvement of writing.

SUMMARY

Students should write frequently for a variety of purposes and audiences. Much of young students' writing is based on personal experience and self-expression. Patterns of sound symbol relationships are still being attempted and learned, so spelling should be an expectation receiving low priority in the early grades. Writing in all content areas should be encouraged. However, since frequent experience in writing is essential for the development of students' writing skills, teachers are encouraged to use student journals, free writing exercises, and other writing activities which may or may not be graded. Students should be encouraged to generate a topic, plan a piece of writing, write, revise, and edit. Regular experience in writing will increase students' confidence about writing as well as their competence.

To this end, the following practices are recommended:

1. Regular writing instruction
2. A systematic approach to writing instruction
3. Frequent and varied writing assignments
4. Inclusion of writing assignments in all subjects
5. Use of writing folders or portfolios to monitor student progress
6. Establishment of writing standards that are clearly understood by faculty and students
7. Use of student-teacher conferences as an instructional method
8. Peer sharing of writing
9. Coordination of the elements common to the teaching of reading and the teaching of writing

APPENDIX A

HSPT11 TEST ADMINISTRATION MATERIALS FOR WRITING TASK

DIRECTIONS FOR WRITING

The Writing section is made up of three parts. Part 1 consists of a writing task, and Parts 2 and 3 consist of multiple-choice questions along with text passages written by fictitious high school students.

Part 1 consists of a task in which you will be expected to show how well you can write. For this exercise, you are asked to complete the writing task on the reverse side of this sheet. Your writing will be read and scored by educators and will be returned to your school. You have also received a "Writer's Checklist" which lists important points for you to remember as you write.

You will have 60 minutes to complete your writing. Use the first 10 minutes to think about the writing task and how you will organize what you want to say before you begin to write. Use the PREWRITING/PLANNING SPACE provided for any outline, notes, lists, organizers, etc. you wish to make. This space is meant to help you plan your writing, but your prewriting will not be scored. All that will be scored is what you write on pages 13-16 in your answer folder. Do your best to make your writing clear and well-organized. Keep in mind the purpose of your writing task as well as your audience.

Use either a black pen or a #2 pencil. You may either print or write your final copy. You may not use a dictionary or any other reference materials during the test. If you finish before time is called, go back over your writing using the "Writer's Checklist" to read critically and improve what you have written. At the end of the 60-minute writing period, you will receive a test booklet for Parts 2 and 3 of the Writing section.

WRITING TASK SHEET

WRITING TASK

Writing Situation

Your school is considering a proposal which would require each student to complete 40 hours of community service before high school graduation. The board of education feels that this service will help make young people more responsible and mature, as well as supplement their studies in citizenship. Some of the students at your school do not feel that they should be required to perform this service.

Think about this controversial issue, and form an opinion about it. Express your views by writing a letter to the editor of your school newspaper.

Directions for Writing

Write a letter to the editor of your school newspaper either supporting or opposing the introduction of community service as a graduation requirement. State your position on this issue. Support your position with reasons, examples, facts, or other convincing evidence. Persuade your readers to take your position seriously even if they do not agree with you.

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MAKE-UP WRITING TASK

Writing Situation

When a group of foreign exchange students visited with your principal and spoke about school in their country, your principal was most fascinated. He would like to model your school day after theirs. That would mean that students would go to school a half hour early to participate in group calisthenics (vigorous exercise). This would not only get the body in gear for the day but also energize the mind. Teachers, parents, and school board members like this idea very much. There is a growing controversy among students at your school about this idea.

You have decided to prepare a statement to present at the next school board meeting expressing your opinion about this controversial issue. Think about whether you would like to begin each day earlier in order to invigorate your body and mind through exercise.

Directions for Writing

Write a statement to read at the next school board meeting. In your statement, explain how you feel about this controversial issue of early morning exercises. Use reasons, examples, facts, and other convincing evidence to support your point of view. Convince your audience that your position is a good one even though they may not agree with you.

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PREWRITING/PLANNING

Directions

You will have 60 minutes to complete your writing. Use the first 10 minutes to think about the writing task and how you will organize what you want to say before you begin to write. Use this space for any outline, notes, lists, organizers, etc. you wish to make. This space is meant to help you plan your writing, but your prewriting will not be scored. Use pages 13-16 of your answer folder for the written response that will be scored.

PREWRITING/PLANNING SPACE

(More space on next page)

New Jersey
Grade 11 High School
Proficiency Test

Writer's Checklist

Important Points to Remember as You Write
and
Critically Read to Revise/Edit Your Writing

CONTENT/ORGANIZATION

_____ 1. Focus on your purpose for writing and your audience. Convince your readers (audience) that your solution, speculation, or position is reasonable.

_____ 2. Support your solution, speculation, or position with details and evidence.

_____ 3. Put your ideas into effective order.

SENTENCE CONSTRUCTION

_____ 4. Use clear and varied sentences.

USAGE

_____ 5. Use words correctly.

MECHANICS

_____ 6. Capitalize, spell, and punctuate correctly.

_____ 7. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
October 1995

APPENDIX B

REGISTERED HOLISTIC SCORING GUIDE CRITERIA AND SAMPLE STUDENT RESPONSES

The responses selected to appear in this handbook were written by the eleventh-grade students who took the writing task section of the October 1995 New Jersey High School Proficiency Test. The responses appear as the students wrote them; no corrections have been made. (A typed version of each response appears before the handwritten response). These sample responses represent the range of perspectives that eleventh-grade students typically bring to writing topics.

The student responses are grouped together according to the score point. Each score point is described in detail, and each response is annotated according to score point criteria.

Students were given 60 minutes to construct a written response to the writing task assigned. Prewriting/planning was encouraged, and space was provided for this endeavor. A Writer's Checklist of important ideas was also provided to encourage students to read, revise, and edit their written work. All students' writing was considered a first draft in this writing process since students were not permitted to confer and then revise in light of possible constructive suggestions that would result from an audience/author interaction. On a test that requires standards to ensure fairness to all participants in order to obtain each student's baseline writing ability, it is important that the assessment is conducted without outside resources (dictionary, thesaurus, peers, teacher, etc.) and that the standards subscribed to are upheld.

Score Scale Point 1

The response indicates an **INADEQUATE COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION	•	may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristics of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.
USAGE	•	may display severe/numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, word choice, and use of proper modifiers.
SENTENCE CONSTRUCTION	•	may demonstrate an assortment of grammatically incorrect/incomplete sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.
MECHANICS	•	may display errors in mechanics so severe as to detract from the meaning of the response.

N.J.
October 19 of 1995

This letter is whit proposal the considering what some of the students need the perform this service.

They need the help by your graduation, because they are responsible and mature.

The need in the introduction of community service as a graduation requirement of the help for your family, because they have the money for the service what this need.

A examples can do, the estudents whaet go in to graduation are the best in your areas and your position, is the best posiuility by help to the students.

Whit this proposal required my best day for you...

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

N. 5.

October 14 of 1995.

This letter is whit proposal the considering what some of the students need the perform this service.

They need the help by your graduation, because they are responsible and mature.

The need in the introduction of community service as a graduation requirement of the help for your family, because they have the money for the service what this need.

A examples can do the estudents whait go in to graduation are the best in your areas and your position, is the best posiuility by help to the students.

Whit this proposal required my best day for you...

Score Point: 1

Although there is some indication of a minimal attempt to respond to the topic, details are barely apparent and the focus remains uncertain.

Dear Editor,

I'm writing to you this letter about community service as a graduation requirement for the students of the high school.
The board of education think is good to service community, because will help make young people more responsible and mature.

I think is good ideal the board education require the students have to service for the community. But is not fair for the students this perform to 'service community. The students will not be pair to work 40 hours of community service.

The other reason that can affect the students in the study because is hard.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear Editor,

I'm writing to you this letter about community service as a graddeation requirement for the students of the High school.
The board of education think is good to service community, because will help make young people more responsible and mature.

I think is good ideal the board education require the students have to service for the community. But is not fair for the students this perform to 'service community.
The students will not be paid to work 40 hours of community service.

The other reason that can affect the students in the study because is hard

Score Point: 1

Though the first paragraph merely parrots the prompt, paragraphs two and three present two thin details (not fair, affect studies). The response fails to demonstrate a limited command of written language.

Dear:

Editor of High School, this is a pleasure to write to you. Although I don't know you right, but I will like to know you and could talk to you and be more friend.

The reason that I'm writing to you is to tell you that I'm strongely agree with your idea. In manucfact it is a way to make student feel entering to the responsibilities of school.

Others point are that the students that are seriously on school will do these, because, you have to help the community to be more organize and not distroy the community, and I'm sure that they want to graduate so they will do these right aay, if you will make this desicion

Finally I want to say again I will life to see you personal and talk more about it.

Sinceraly;

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear: 11/12/95

Editor of _____ High School, this is a pleasure to write to you Although I don't know you right, but I will like to know you and could talk to you and be more Friend.

The reason that I'm writing to you is to tell you that I'm strongely agree with your idea. In manucfact it is a way to make student feel entering to the responsibilities of school.

Others point are that the students that are seriously on school will do these, because you have to help the community to be more organize and not distroy the community and I'm sure that the want to graduate so they will do these right away, if you will make this desicion

Finally I want to say again I will like to see you personal and talk more about it.

Sincerely;

Score Point: 1

In the third paragraph, after establishing a clear position favoring community service, the writer provides several bare ideas (not destroy community, they want to graduate) as support. More detail is required for a higher score.

BEST COPY AVAILABLE

I think I would like the school to begin each day earlier to invigorate our body and mind through invigorate exercise.

First of all the exercise is good for the mind and the body. Second of all the exercise would get you going through out the day.

In conclusion I think all the student's should participate in the group calistenics exercise to keep them going and to be energized.

WRITING PART 1

WRITING TASK

○ REGULAR ● MAKE-UP

I think I would like the school to begin each day earlier to invigorate our body and mind through invigorate exercise.

First of all the exercise is good for the mind and the body. Second of all the exercise would get you going through out the day.

In conclusion I think all the student's should participate in the group calisthenics exercise to keep them going and to be energized.

Score Point: 1

This writer provides only a few bare details about the benefits of exercise (good for the mind and body, get you going). An inadequate command of written language is indicated.

Score Scale Point 2

This response indicates a **LIMITED COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION	•	may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea. Details are presented with little, if any, elaboration--highlight papers.
USAGE	•	may have numerous problems with usage.
SENTENCE CONSTRUCTION	•	may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be many errors in sentence construction.
MECHANICS	•	may display many serious errors in mechanics.

Dear,
Editor school newspaper
High School is considering a proposal which would require each student to complete 40 hours of community service before high school graduation. Community service is very good for a young people. If student injoye this service they have good life, But some student think is this service is not good. I think Community Service is very good then student is graduation in school:

My first opinion is a this service is very good for student and young People. If student injoye this service they make a good life and they no have any Problem in life.

My friend graduation in school then they injoye a community service. He said this service is very good for me, Because If I am not injoye this service then my life so bore now I have a community service, I am So happy. my friend told me then you graduation then you injoye in this service. He think this service good for me.

But some students think is this service is not good a students Beacuse they use a smoke and they no went to injoye a community service. Some student don't went a community service I think all student injoye this service. This service is very goud for all students.

The board of education feels community service will help make young people more responsible and mature, well as supplement their studies in citizenship.

Community service is very good for student and young people. If student enjoye this service they make a good life. I think then I am a graduation a school then I am injoye this service.

Thank you.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear,

editor School newspaper,

High School is considering a proposal which would require each student to complete 40 hours of community service before high School graduation. Community Service is very good for a young People. If student injoye this service they have good life, But Some student think is this service is not good. I think Community Service is very good then student is graduation in school.

my first opinion is a this service is very good for student and young People. If student injoye this service they make a good life and they no have any Problem in life.

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service, I am So happy. my friend told me then you graduation then you injoye in this service. He think this service good for me.

But some students think is this service is not good a students Beacuse they use a smoke and they no went to injoye a community serivce. Some student don't went a community service I think all student injoye this service. Thus service is very gord for all students.

The board of education feels community service will help make young people more responsible and mature, well as supplement their studies in citizenship.

community service is very good far student and young people. if student enjoye this service they make a good life. I think

then I am a graduation a school
then I am injoye this service.

Think you

Score Point: 2

Despite some lack of clarity due to serious errors in usage, mechanics, and sentence formation, sufficient detail is discernible to demonstrate a limited command of written language.

Dear Editor of Newspaper:

I want to tell you that I am whit you in this idea about the forty hours of service in the comunity. I say this because the student had to help the school in someting. The school are always helping us in evriting that we need and we are not doing eniting to help the school. Another good idea is that we are going to demostrate that we love the school. And about that the student will be more responsible and mature that is true becaus we are responsible when we demostrate that we can do someting good in our live.

May be whit this plan the student are going to start thinking about the school more seriosly and in that way they are going to see that they have to take care of it. Thats why I'm agree whit this plan becaus evritng is positive Its positive for the school, for the student and for the community.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear Editor of Newspaper:

I want to tell you that Iam whit you in this idea about the forty hours of service in the Comunity. I say this because the student had to help the school in someting. The school are always helping us in evriting that we need and we are not doing eniting to help the school. Another good idea is that we are going to demostrate that we love the school. And about that the student will be more responsible and nature that is true becaus we are responsible when we demostrate that we can do someting good in our live.

May be whit this plan the student are going to start thinking about the school More seriosly and in that way they are going to see that they have to take care of it. Thats why I'm agree whit this plan becaus evriting is positive Its positive for the school, for the student and for the Community.

Score Point: 2

This writer's premise is that community service will demonstrate student love for school. The response does not move beyond highlights.

To whom it may concern,

I am writing to you about the 40 hours of community service we students have to complete before graduation. You may think this is a good idea, but we do not.

The students feel they have enough work already. Bettween homework, jobs, and sports they don't have the time to do the work. We think that since we've payed our tuition we shouldent have to do any more. We think it is unfair that most other schools dont have to do community service but we do.

Please take into consideration what I have said.

Sincerly,

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

To whom it may concern,

I am writing to you about the 40 hours of community service we students have to complete before graduation. You may think this is a good idea, but we do not.

The students feel they have enough work already. Between homework, jobs, and sports they dont have the time to do the work. We think that since we've payed our tuition we shouldent have to do any more.

We think it is unfair that most other schools dont have to do community service but we do.

Please take into consideration what I have said.

Sincerly

Score Point: 2

The writer provides three reasons in opposition to community service. Though one idea (enough work already) has a little elaboration, the others are bare. The response fails to move beyond highlights, indicating a limited command of written language.

Hi, my name is _____

I am here on the behalf of my school. I want to talk about some things about making beneficial changes for the school. Others will like the change and some will not like the change, but thats why I'm here in front of you speaking today.

Beginning next year school will start an hour earlier for Calisthenics. Your body in the morning needs some kind of motivation to start you up. This will get you in shape for school and also for sports if you play. With a vigorous workout, your body gets in shape and you can focus better on your school work.

Without this workout your body feels slugish and your mind cannot think clearly.

WRITING PART 1 **WRITING TASK**

○ REGULAR ● MAKE-UP

Hi, my name is
I am here on the behalf of my school. I want to talk about some things about making beneficial changes for the school. others will like the change and some will not like the change, but thats why I'm here in front of you speaking today.

Beginning next year, school will start an hour earlier for Calisthenics. Your body in the morning needs some kind of motivation to start you up. This will get you in shape for school and also for sports if you play. with a vigorous workout, your body gets in shape and you can focus better on your school work.

Without this workout your body feels sluggish and your mind cannot think clearly.

Score Point: 2

Although this writer exhibits an attempt at organization, details lack elaboration. This is a highlight paper.

Score Scale Point 3

This response indicates a **PARTIAL COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

USAGE

- may display a pattern(s) of errors in usage.

SENTENCE CONSTRUCTION

- may demonstrate little variety in syntax structure and/or rhetorical modes. There may be errors in sentence construction.

MECHANICS

- may display a pattern(s) of errors in mechanics.

To whom it may concern:

The Board of Education shouldn't do this because, most of us have responsible stuff to do else where. Forceing us to do something we don't wanna do is not showing responsibility.

Some of us have younger brothers & sisters to take care of. If we were not responsible enuff to do this, I don't think our parents would let us do this.

Let ourselves show citizenship on our own. If we want to do it, we will do we shouldn't be forced. By us graduating show that we are mature enuff to make it on our own.

I think the Board of Education should reconsider because, I we are responsible enuff to graduate and take care of our family. Were responsible enuff to make it on our own. If we want to show citizenship that our choice not thiers.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

to whom it may concern:

The BOARD of EDUCATION shouldn't DO this because, most of us have RESPONSIBLE STUFF TO DO ELSE WHERE. FORCING US to DO SOMETHING WE DON'T WANNA DO IS NOT SHOWING RESPONSIBILITY.

some of us have younger BROTHERS & SISTERS to take care of. If we were not RESPONSIBLE ENUFF to DO this I DON'T think OUR PARENTS would let US DO this.

Let ourselves show CHIZENSHIP ON OUR OWN. If we WANT to DO IT, we will DO we shouldn't BE FORCED. BY US GRADUATING show that we are MATURE ENUFF to make it ON OUR OWN.

I think the BOARD of EDUCATION should RECONSIDER Because, I we are RESPONSIBLE ENUFF to GRADUATE AND TAKE CARE of OUR FAMILY WERE RESPONSIBLE ENUFF tp MAKE IT ON OUR OWN. If we WANT to show CHIZENSHIP that OUR CHOICE NOT THIERS

Score Point: 3

By offering as evidence current (care of siblings) and future (graduation) demonstrations of teen responsibility, the writer attempts to focus -- on the true nature of responsibility. This short, sparse, organized response indicates a partial command of written language.

BEST COPY AVAILABLE

Dear School Newspaper Editor

Their is a very seriously issue on my mind I have to talk to you about. This community service proposal the school is considering to give to the senios so we can graduate. I think this is a good idea. It will show and help us by more resposible, mature, and also let us get along with other people.

When I said it was a good idea and help us be responsible. I ment that responsibility play's a big part in sositiy's life. If you learn to be responsible you will achive more in life and get to higher places.

Second resone I stated that the comunity service would be good because it help you become mature! But being mature ahead of time is not always good.meaning that should act! the way you not. Maturuy is only good when you use it to do good and feel right about your self! That is why communuty service will help you to become mature.

Last but not least communty service will help you get along with people by interacting. Helping the homeless, vist old people, and helping a church! All of this action will help you meet people and work with others. Also all of these resone go toward being responsible and mature!

In conclusion thiese are just a few reason and idea I have given to you that should be put to use! By publishing this letter every one can have a chance to to read why. We thing comunity servis would be the best and also would help use in an adult live as we grow up!

Senserily Yous

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear School Newspaper Editor

There is a very seriously issue on my mind I have to talk to you about. This community service proposal the school is considering to give to the senios so we can graduate. I think this is a good idea. It will shout and help us be more responsible, mature, and also let us get along with other people.

When I said it was a good idea and helps us be responsible. I ment that responsibelity play's a big part in society's life. If you learn to be responsibel you will achive more in life and get to higher places.

Second reason I stated that the community service would be good because it help you become mature. But being mature ahead of time is not always good. meaning "that" should act the way you are. Maturity is only good when you use it to do good and feel right about your self. that is why community service will help you to become mature.

BEST COPY AVAILABLE

Last but not least comunty service will help you get along with people by interacting. Helping the homeless, visit old people, and helping a church! All of this action will help you meet people and work with others Also all of these reasons go toward being responsible and mature!

In conclusion these are just a few reason and idea I have given to you that should be put to use! By publishing this letter every one can have a chance to to read why. We thing comunity servis would be the best and also would help us in our adult live as we grow up!

Sencerly Yours

Score Point: 3

Although the writer provides a little elaboration of the benefits of interaction, other sections are either vague (get to higher places) or weakened by a lack of clarity (that you should act the way your not). More elaboration and a clearer progression of ideas would contribute to a higher score.

Dear editer,

My name is_____and I am a student at_____High School. I'm writing this letter to let you know that I oppose the introduction of community service as a graduation requirement One reason is some students have jobs. Another reason is there is no time, some students might be busy. The last reason is it shouldn't be a requirment if you want to help it's up to you. These are my reasons.

My first reason is some students have jobs. They can't miss work. then if they do it on there days off they wouldn't have anytime for ther selves or family outings. this is my first reason.

Another reason is there is not time. Some students have little brothers and sisters to look after. they have no time to waste because there parents might work and they have to help out. This is my second reason.

My final reason is it shouldn't be a requirment. You should do it if you want to. they shouldn't make students do something they don't want. this is my last reason.

In conclusion I feel this wouldn't be good for some students. Some students have jobs. Other students just have no extra time. The most important one is it shouldn't be a requirment. Students should have a choice if they want to go and help. We are the students, we should have the right to do what we feel is right for us. This is how I feel about community service being.a graduation requirement.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear editor,

My name is _____ and I am a student at _____ High School. I'm writing this letter to let you know that I oppose the introduction of community service as a graduation requirement. One reason is some students have jobs. Another reason is there is no time, some students might be busy. The last reason is it shouldn't be a requirment if you want to help it's up to you. these are my reasons.

My first reason is some students have jobs. They can't miss work. then if they do it on there days off they wouldn't have anytime for ther selves or family outings. this is my first reason.

Another reason is there is no time. Some students have little brothers and sisters to look after. they have no time to waste because there parents might work and they have to help out. This is my second reason.

My final reason is it shouldn't be a requirment. You should do it if you want to. they shouldn't make students do something they don't want. this is my last reason.

In conclusion I feel this wouldn't be good for some students. Some students have jobs. Other students just have no extra time. The most important one is it shouldn't be a requirment. Students should have a choice if they want to go and help. We are the students, we should have the right to do what we feel is right for us. this is how I feel about community service being a graduation requirement.

Score Point: 3

Some elaboration of the idea that time constraints (jobs, both paid and unpaid) render community service impractical is provided within an organized framework. However, another section (shouldn't be a requirement) is thin, leaving the response insufficiently elaborated for a "4."

BEST COPY AVAILABLE

To the people, for the idea of exercise early in the morning.

This letter is comming from not just the person who wrote it but from more than one half the school. I have heard the pupils of_____high school complaining and disaprooving of and being part of the vigorus exercise. We the people of_____high school feel that exercise is a personal and privat activity. We do not beleave in being forced to change our daily scedual. Most of us have and are used to doing sertaint things in the morning, some of us have back problems, some have paper roughts and some might just have things they need to do before school. The School came to gether and decided that if the School realy needs to have this activity that it should be optional. I and the rest of the school realy hope that you agree with us.

WRITING PART 1 **WRITING TASK**

○ REGULAR ● MAKE-UP

To the people, for the idea of exercise early in the morning.

This letter is comming from not just the person who wrote it but from more than one half the school. I have heard the pupils of ____ highschool complaining and disaprouving of and being part of the vigorus exercise. We the people of ____ highschool feel that exercise is a persanal and privat activity. We do not beleave in being forced to change our daily scedual. Most of us have and are used to doing sertainn things in the morning, some of us have back problems, some have paper roughts and some might just have things they need to do before school. The School came to gether and decided that if the school realy needs to have this activity that it should be notional. I and the rest of the school realy hope that you agree with us.

Score Point: 3

This response is organized, but the writer provides only a little elaboration. In addition, a pattern of spelling errors is evident, indicating only a partial command of written language.

Score Scale Point 4

The response indicates an **ADEQUATE COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION	•	generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat, and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.
USAGE	•	may display some errors in usage, but no consistent pattern is apparent.
SENTENCE CONSTRUCTION	•	may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.
MECHANICS	•	may display some errors in mechanics, but these errors will not constitute a consistent pattern, nor do they interfere with the meaning of the response.

Dear Editor,

My name is_____and am writing this letter to let you know my opinion about the 40 hours of community service we need to do before graduation. I hope you will feel the same way I feel after reading what I have to say.

First of all, I feel that 40 hrs. of community service is a bad idea. I say this because people who usually do community service are being punished for doing something they did wrong. Why should we get that same punishment if we did nothing wrong.

Another reason is that some people just don't have the time to complete 40 hrs of community service. A lot of people, like myself, work and play sports after school. I am very tired when I get home and go right to bed. I don't think I could fit 40 hrs of community service in an already gruling scheduel.

Third, I think most of the students don't want to do this. The school is telling them that it will help them be more responsable and mature. Is that the schools way of telling us that we are not responsible and mature. I beleve this is wrong and disrespectful.

In conclusion, if students want to help the community or don't want to, that is their choice. They shouldn't have to be told this to graduate. Thank you for your time.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Dear Editor,

My name is _____ and am writing this letter to let you know my opinion about the 40 hours of community service we need to do before graduation. I hope you will feel the same way I feel after reading what I have to say.

First of all, I feel that 40 hrs. of community service is a bad idea. I say this because people who usually do community service are being punished for doing something they did wrong. Why should we get that same punishment if we did nothing wrong.

Another reason is that some people just don't have the time to complete 40 hrs of community service. A lot of people, like myself, work and play sports after school. I am very tired when I get home and go right to bed. I don't think I could fit 40 hrs of community service in an already gruling scheduel.

Third, I think most of the students don't want to do this. The school is telling them that it will help them be more responsable and mature. Is that the schools way of

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telling us that we are not responsible and mature. I beleve this is wrong and disrespectful.

In conclusion, if students want to help the community or dont want to, that is their choice. They shouldnt have to be told this to graduate. Thank you for your time.

Score Point: 4

This organized, controlled response provides sufficient elaboration, particularly in the section on time constraints (gruling scheduel), to demonstrate an adequate command of written language

52

Dear Editor,

Community work is very helpful for the community and the students, but it shouldn't be a requirment in order to graduate. Students should not have to do community work if they don't choose to. Some reasons for why community work should be optional are because a student isn't going to be a better person by being forced, it won't make them much more responsible then they already are and it won't make them much more mature either.

The first reason that I mentioned for why community work shouldn't be a requirment in order to graduate is because a student isn't going to be a better person by being forced. For example if that student has to work with people not wanting to but only because he/she has to, they aren't going to treat theit person nicely. Another thing the students might do is do their community work and as soon as their done go back to how they always were. It is known that students do much better when they choose to do something not when they're forced. Those were some example and facts on why community work should be optional.

The other reason I had mentioned for why community work should be optional is because it doesn't make a student much more responsible then he/she is. The reason I say this is because maybe a student is responsible and goes to do their community work when ever they have to and at the same time they could be failing school becaus of not being responsible enough to do their school work. So community work doesn't necesarily make a student more responsible. These were my second reasons why community work shouldn't be required before high school graduation.

The third reason I had mentioned for why community work shouldn't be required was because it won't make a student more mature. The things that make students more mature isn't community work it's what they go through in life that makes them open their eyes and realize that they have to grow up. Community work will help students realize what's going on in the community but it won't make them realize they have to mature. Those were some more reasons why community work shouldn't be a requirment before high school graduation.

In this letter I have given you reasons, examples, facts and convincing evidence on why community work shouldn't have to be required before high school graduation. Don't get me wrong I think community work is good, but it shouldn't have to be a requirment. In conclusion, I think they should start the community work program, but only as an option for students that whant to do it.

Sincerly,

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

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option for students that whant to do it.
-sincerely,

Score Point: 4

Despite a stilted organizational strategy and a wordy presentation, sufficient elaboration is present for a "4." Details are uniformly general, anchoring the response solidly in the "4" range.

Dear Editor,

I am aware about the proposal wich would require each student to complete 40 hours of community service before high school graduation. The board of education feels that this service will help make young people more responsible and mature, as well as supplement their studies in citizenship. Some people agree with this proposal and some disagree. However I agree with this proposal.

I feel that this community service will make students more responsible. To graduate you have to complete the 40 hours. I think that if you threaten them with not graduating, they will take it more seriously. They would have to make sure their 40 hours was done. Students would be responsible for many things in completing this task, such as cleaning up a certain area of the community.

I also feel that the students completing community service will make someone feel good about themselves. For example the "big brother" system. This may help a little boy who may not have any brothers, father, friends or maybe be a foster child. A big brother could play basketball with him or go somewhere or just be a friend. Someone this kid can talk to or even look up to. This would not only make the child feel good but even the student will feel good about themselves.

I also feel that this would mature a student. Make a student realize what's going on in our community. Make them realize that some people in our community need help., May they be on welfare and can't afford a painter or something. A student can do it free of charge or maybe an old lady is in a wheel chair and can't drive and needs to get to the store. A student with a license can help her out. These would make a student mature.

In conclusion I feel that I stated my opinion very well. I hope people will take my position into concederation. People need to remember that community service is very rewarding. I hope that this proposal is passed and student will have to complete this task. It is a great idea.

Sincerily,

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

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I am aware about the proposal which would require each student to complete 40 hours of community service before high school graduation. The board of education feels that this service will help make young people more responsible and mature, as well as supplement their studies in citizenship. Some people agree with this proposal and some disagree. However I agree with this proposal.

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J

Score Point: 4

This organized response presents several points supporting the belief that community service will clearly benefit students. Though the section on maturity is well elaborated, detail is thin in the responsibility section. More even elaboration of key ideas would be needed for a "5."

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I think that starting school earlier to do calisthenics is a great idea. This would give students a chance to get a good workout while getting ready for school.

I think this workout will get the students to wake up in the morning so they are alert and can pay better attention in class, and possibly get better grades.

This workout will also give the students time to get their minds on track in the morning. It will give them the focus that some need.

While the students are waking up and getting focused on the day ahead of them, they will be recieving a good, healthy workout. This will give the students that don't play in sports, the chance to get in shape and possibly live a healthier lifestyle.

The fact that the students will have to wake up earlier may not please some, but they will learn discipline in doing so. The discipline that the students will be learning is self discipline. This will give them the chance to behave and learn that even though they might not like it, life isn't always fair and you don't always get what you want.

This would be a good chance to get all the students involved in something. This also could bring about a better and more enthusiastic school spirit.

Therefore, I think that it is a great idea to involve all the students in an activity that will wake them up as well as prepare them for the day.

Those are my views on calisthenics in the morning.

WRITING PART 1 **WRITING TASK**

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Score Point: 4

This response is organized and controlled but does not achieve a sense of completeness. More varied elaboration is needed for a higher score.

Score Scale Point 5

This response indicates a **STRONG COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION	•	have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
USAGE	•	have few errors in usage.
SENTENCE CONSTRUCTION	•	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
MECHANICS	•	have few errors in mechanics.

Dear Editor,

I, a student at_____ High School, strongly oppose and am extremely frustrated by the proposal of the requirement that each student must complete 40 hours of community service before high school graduation. This is a ridiculous suggestion and here are my reasons why I believe so.

I am sure that there are many other students, especially the Juniors and Seniors, who agree with me that this requirement would be absurd. We are struggling enough as it is with time, and there not being enough of it, without any extra 40 hrs of community service demanded from us. One of the worst things is when somebody volunteers you. Between school work, sports, school clubs, jobs, preparing for the SAT and completing college applications, we have too many worries and not enough time, not even to sleep. Along with these worries, we have lives to lead that have nothing to do with school.

And what does community service have to do with school? How does it tie into what we have learned all of these years? Forty hours is a lot of time that would be wasted on weekdays and weekends. To graduate is an honor. It is something each student works towards for many years. Doing community service has nothing to do with the students' struggles and efforts to graduate, so why should it be a graduating requirement?

There are many things, other than community service, that will help make young people more responsible and mature. Graduating and going to college is an example of one of them. Moreover, many of us are already doing things in our daily lives, that will help with this, such as working and keeping jobs. There is, however, one final and important point to be made. That is that no one can be forced or pushed to become responsible and more mature. Maturity is something that comes only with age. It will come sooner for some and later for others.

This will, if it has not already, become a very controversial issue in our school. I feel that it should be debated and the proposal reconsidered.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

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This will, if it has not already, become a very controversial issue in our school. I feel that it should be debated and the proposal reconsidered.

Score Point: 5

This fairly sophisticated response features controlled, detailed arguments that students do not have time to pursue an activity irrelevant to graduation. Effective use of rhetorical questions, a successful compositional risk, strengthens elaboration. The response achieves a sense of completeness and unity, indicating a strong command of written language.

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Dear Sir,

I am writing to you concerning the matter on the completion of forty hours of community service before Highschool graduation. I am the student counsil president of our school, and it has been brought to my attention that some of our students, my peers, do not aprove of this.

Just yesterday we had a meeting to discuss the community service issue, and majoritiy stated that they disliked the idea. They had several reasons for their disaproval. One of them being that some of the older students have Jobs of their own, that would also include me, I am a Disc Jockey and travel all over New Jersey schools to do dances, and we find it would be very difficult to do community service as well as our jobs. Some of them said that they had already done a little bit of community service, and they think forty hours is too much, unless they start at a younger age, such as in sixth grade. Some of the students even said that they would feel like criminals, they think it is too strenuous at this age, "only the kids that are sentenced to do community service should do it." They said.

After they were through, I discussed some of the benefits of completing the service. Such as, College applications, the schools will admire you if you went out of the way for your community. Another benefit, we will become more responsible if we do this, because we would have worked hard for what we get, which is our graduation. We will learn what it is like to work, even though some of already have Jobs. I also said that it could be fun to do community service, its not just picking up garbage in the road. It could be going to Nursing Homes, or even working as a camp counselor during the summer, without pay of course.

The discussion lasted an entire period, just on this one topic. They asked me How I felt about it. So I answered, "Well, first of all, If you look at some private schools in NJ, they have to do the same amount of community service, maybe even more." They all agreed. Then I told them that I do have an outside of school job, and also being Student council president, is not just during meetings, so it would be difficult. However, maybe if they cut it down to thirty hours, Then I would strongly agree on it. Because it is a very important thing, it will help us out somewhere down the road. But I am still for it even with the 40 hrs.

We ended the meeting, and everyone was basically on my side. They were all going to get started on community service, even thogh the proposal hadn't been passed yet.

So Sir, I would appreciate it sincerely if you print my letter, so that the students will be well aware of the pros and cons of having the forty or thirty hours of community service. Because I feel the students, my peers, should understand that we should have the community service proposal.

Thank you for your time,

Sincerely,

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Score Point: 5

This response employs a novel strategy of recounting a meeting whereby the author in the guise of Student Council president leads his minions to an understanding of and agreement with community service. The sophisticated organizational strategy flows logically, and key ideas are elaborated with varied and specific detail.

Dear Editor,

I have heard that our school is considering the introduction of community service as a graduation requirement. The board of education had expressed its reasons for this new proposal and because of those reasons as well as my own, I support the forty hours of community service before high school graduation.

With the requirement of community services, both the students and the community will benefit from it. First, I will discuss the benefits for the student. Today, many students are not taught the responsibilities to their society. Many of them are not even aware of what it is to work for the community. Perhaps they just haven't been exposed to it and are willing to work for their community. By instituting this new proposal, students will learn what it means to give back to the society. Furthermore, they will become more responsible and develope their duties as citizens. Students will learn to help others and give to their community, not solely for their own benefits, but for the benefits of the society as well.

The idea of giving back to the community has been around for a long time, and it needs to be revived. Even during the great age of Renaissance, civic humanists emphasized the duties of the citizens toward the government and the society. Because such ideas were enforced, the society florished and the community came alive. Another example of the success of giving back to the community is Andrew Carnegie. After becoming the wealthiest man of his time, he decided to give back to the society what he had received from it. He spent more than half of his profits in building libraries, schools, and numerous funds. We should not be just satisfied with the past, but teach our youngsters to become not only successful but generous and responsible. Enforcing community service is a great way to start.

Student will also enjoy their work in the community. In my personal experiences during working at the hospital, I not only gave to the community, but had great fun. Working in such a bright environment, I was able to make numerous friends, talked to different kinds of students as well as adults, and learned to work in different situations. Working in the hospital was not difficult, mundane labor, but everytime was new and challenging.

Furthermore, students are given a wide variety of selections in the community work. They can work in almost any field they are interested in working. This opportunity might help them to learn what kind of a career they would like to get into or learn about the field they are interested in pursuing.

The benefits to the community are quite obvious. All kinds and areas of the community will benefit. By having students to help them in small, but necessary jobs, they won't have to spend as much money or hire as many people. The community will also become a much brighter place with students working in the community. For example, a hospital or a nursing home, full of young people will give pleasure to employees as well as patients of the work place.

Evidently, there are one too many reasons as to why we should support and accept this new proposal. It will greatly benefit the students development of character and responsibility, and it will also help the community. It is about time that we revive the spirit of giving back to our society.

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WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

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Sincerely,

Score Point: 5

This well-organized response is marked by a well-developed analysis of the historical basis for community service. However, other sections (students learn to give back to society, exposure to work) are thin. More development would be required for a higher score.

Changing around a whole school schedule so that every student could be filed into the gym at one time is not a good idea. First, this would be very hectic and cause overcrowding. Secondly, calisthenics does not invigorate the mind. Plus, gym is required by state law, why aren't calisthenics done during that time?

Gym is required by state law. That is a time when calisthenics are supposed to be done. Why should student come to school early for a gym class? This would alleviate the anger of the students, and make the teachers and parents happy know their child is getting exercise. Calisthenc could be any thing from aerobics to basket ball. Since, that is what is done in gym class, it would seem like a logical alternitive.

Also, calisthenics does not invigordte the mind. Calisthenics is tiring. Doing thirty minutes of this vigorous exercise could wipe someone out for the rest of the day. The people who participate in this activity might not be able to think for the rest of the day. This "energizing" of the mind may cause lower test scores and a lack of concentration. Also, statistically speaking, there may be more people (students) falling asleep than ever before. The exhaustion would come from the calisthenics. Falling asleep could make the students miss lessons, assignments, and class participation grades. Grades would drop drastically. More students would fail, and, ironically, not be invigorated at all.

Finally, this school has been complaining about overcrowding for years. The schedule has been readjusted already. Now imagine if every student, all of them, tried to fit into two gyms to exercise. It would be a fire hazard. there would be no room in the gyms, and it would be dangerous. People would not know what to do, or what was going on. Chaos would take over, and nothing would get done. Serious problems could occur from this overcrowding. People could be hurt, it's dangerous and because of a maximum capacity it would be dangerous.

Therefore, having students come to school early to do calisthenics is not a good idea. Gym classes can do it instead. That is what they are for. Test scores would more than likely drop at first. Also, it would cause serious overcrowding in the gym area. This would be crazy and against the law. Having calisthenics half an hour before class starts would do more bad for a school than good. It may help a smaller school, but one as large as this would cause more trouble than help.

WRITING PART 1 **WRITING TASK**

○ REGULAR ● MAKE-UP

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Score Point: 5

This writer provides varied detail about three main problems with school calisthenics (gym is required, tiring, overcrowding), achieving a sense of completeness.

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Score Scale Point 6

This response indicates a **SUPERIOR COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION	•	have an opening and closing. The responses relate to the topic and have a single, distinct focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present, resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid, explicit, and or pertinent responses.
USAGE	•	have very few, if any, errors in usage.
SENTENCE CONSTRUCTION	•	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
MECHANICS	•	have very few, if any, errors in mechanics.

Dear (Editor of School paper),

Recently, the_____Board of Education considered a proposal that would require each student to complete 40 hours of community service before being elligable to graduate from High School. The Board of Education feels that by doing such service, it will help make young people more responsible and mature, as well as supplement there studies in citzenship. Some students, like myself, are opposed to such a proposal, fearing it will interfer with our studies and other responsibilities.

One reason the majority of the student population is opposed to this proposal is that they feel that it will interfer with their free time. Students go to school every week day from about seven in the morning to about two in the afternoon. When they go home they must do homework or fufill other responsibilities. The only free time they do have is on the weekends. If students had to perform community service on the weekends, it would put a damper on a lot of their plans. Also parents, would not like this because I don't think a lot of them would want to get up early on the weekends and drive their kids to somewhere they could fufil their responsibility of 40 hours.

Another reason, for such oposition is the fact that most kids feel community service will interfer with their responsibilities at home or their jobs. Most kids today have responsibilities at home like cleaning their room or cutting the grass. Having to go off and fufill those 40 hours would definitly interfer with such responsibilities and would cut into their free time. Another conflict would be in the fact that a large percentage of the student body hold jobs. Most kids with jobs have a tough enough schedule already, community service would just interfer more. Possibly affecting their job, by either making them not show up or just being to tired on the job (from the community service). This would probably make their Boss no too happy, and those kids may lose the job the worked so hard to maitain.

Finally, the most prevalant concern among students is the idea that such community service will interfer with their studies. High school is a very important time for students. Their grades will decide what kind of college they get into and indirectly set the course of their life. Between chores and jobs most students have barely enough time to get their assignments done as it is. Community Service will just interfer more. With Community Service, students will not have enough time to study and finish reports or other important assignments. Thus, affecting their grades for the worse.

I hope that the entire student body will stand up against such a proposal and cause the_____Board of Education to rethink its ideas on this topic. Do they realize that they could be doing more harm than good?

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

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I hope that the entire student body will stand up against such a proposal and urge the Board of Education to rethink its ideas on this topic. Do they realize that they could be doing more harm than good?

Score Point: 6

This well-organized, controlled response is marked by thorough, multi-faceted, though not vivid, development of ideas in opposition to community service. The response is unified and complete, indicating a superior command of written language.

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Dear Editor,

A Proposal is in the works, a Proposal that will redefine good will for all high school students. This proposal aims to make community service a requirement for high school graduation. Not only does this plan steal some of the charitable nature from Community Service, but the idea will do away with the point of community service altogether.

Community Service is a helpful act done for the community - for which the person involved gains no compensation. To make Community Service a require ment would be the end of that. Community Service would then be a thing to be done for a reward. The student goes from being selfless to selfish. Community Service could go from being a positive experiance for students, an experiance that brings them pride in themselves for a difficult job well done, a job that others will reap the benefits of to some thing negitive. The whole atmosphere changes, and community service is now a chore.

Many students are involved in community service projects currently. Colleges and most employers highly approve of community service, so there is all ready a reward-based motivation amoung many students for participation. However, several students partake in these activities because of the sense of self worth they ex tract. That feeling could be reduced if the actions are necesary, and noone should infringe on that.

Another problem with the idea that the school board is contemplating, is the specified amount of time required. The proposal demands 40 hours of community service. The time minimum stresses the "chore" aspect, and is more of a hinderance than a help. All students do not participate in the same types of community improvement, so 40 hours of one job might not be as helpfull as 40 hours of another. Students that want to help will do a large amount regardless of the time constraints.

Students that do not wish to be involved in community service will not be much of an aid to anyone. The reluctant participant will have less energy, enthusiasum, and will produce less results than an eager student. Forcing unwilling highschoolers into community service will only instill them with a feeling of resentment towards the school and possibly those he or she is trying to assist. Once again, the point of community service will be lost.

It is true that asisting one's community can make a person more responsible and mature, but that doesn't apply to forced community service. Filling out a requirement to the least of it's possibilities, and doing the bare minimum of service required - (which most students will certainly do...) - does not define responsibility, and it is definately not a mature course of action. It should be up to every person, regardless of age, to make the decision of how important their enviroment is. Every one will have to do it eventually - let's not push students down the wrong path.

Sincerely,

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Sincerely,

Score Point: 6

This fluent, sophisticated response hinges on the notion that "requiring" community service would ultimately mean its destruction. Development is abstract, concise, and at times vivid (from being selfless to selfish). The arguments progress logically culminating with an effective conclusion that adds detail.

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Many times, people shy away from trying something new. From eating one's vegetables to riding a rollercoaster for the first time, a person does not fully understand the feeling of these activities until he/she experiences them. More often than not, the person is encouraged, and sometimes even forced, to try something new. If people are forced to eat their vegetables "for their own good," why shouldn't they be forced to participate in community service? Volunteering one's time greatly benefits the participant as well as the recipients of the service. If 40 hours of community service is a graduation requirement, the students will benefit from "real life" experiences, meet new people, and they will also give back to the community what has been given to them.

Volunteering one's time helps to build character, and offers a sense of responsibility to the one who takes part. The volunteer learns a new trade, and experiences the good feeling of helping others. Although at first the student might prefer to receive money instead of a pat on the back as compensation, he/she will soon learn that hard work is its own reward. The ones providing the service will learn to value the true meaning of "thank you." It is from this realization that the young person will begin to mature and fully understand what it means to be a responsible person.

Community service provides the foundation of a learning experience that affects many people. Wherever the service takes place, the volunteer is exposed to a whole new world with which they are not familiar. Be it in a hospital, a retirement home or even a local business, the students will be helping others, meeting new people, and be exposed to a variety of options in life of which they would otherwise by unaware, had they not been required to do the service.

Although requiring a person to do community service is itself a contradiction, there is no other solution that would benefit the students in such an immense way. Volunteering one's time and services should not be forced upon someone. It should be a self-motivated action, one's choice to participate. However, the positive effect that community service would have on a student is too great to leave it up to chance. There is too much education that results from giving of one's self to hope that each student takes it upon his/herself to participate. Student should be introduced to the satisfaction of helping others so that someday they may wish to do it again or encourage others to do so.

Great organizations have been formed for the sole purpose of helping others. Volunteers In Service To America (VISTA) is one of those organizations that concentrates on helping those less fortunate than others. By exposing students to community service, they may decide that they truly enjoy helping others, and might even join an institution such as VISTA. Without young volunteers, VISTA could die out, thus greatly hurting the people of the United States. An organization that provides such services as tutoring for students and various programs that benefit at-risk youths should be given the opportunity to survive by an exposure to community service to unaware teens.

Volunteering services to others helps many people, from those receiving the service, to those performing the service. Community service will benefit students immensely, by helping them to build character and grow more mature through a learning experience in which they help others, meet new people and learn different aspects of life. Requiring a completion of 40 hours of community service before high school graduation not only helps others and gives back to the community, but also benefits the student in many ways and lasts a lifetime.

WRITING PART 1 **WRITING TASK**

● REGULAR ○ MAKE-UP

Many times, people shy away from trying something new. From eating one's vegetables to riding a rollercoaster for the first time, a person does not fully understand the feeling of these activities until he/she experiences them. More often than not, the person is encouraged, and sometimes even forced, to try something new. If people are forced to "eat their vegetables" for their own good," why shouldn't they be forced to participate in community service? Volunteering one's time greatly benefits the participant as well as the recipients of the service. If 40 hours of community service is a graduation requirement, the students will benefit from "real life" experiences, meet new people, and they will also give back to the community what has been given to them.

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Score Point: 6

This well-organized response opens with an effective analogy (eat your vegetables), a successful compositional risk, that introduces the writer's thought that students as well as community can benefit from service. Effective transitions connect fully developed ideas enhancing the logical progression and unity of the response.

How many students come to school half-asleep? It takes them sometimes the first two periods to get with the program, especially on Mondays. They complain that they are so tired, mainly because they were up past midnight doing their homework. They left their minds on their pillow in the morning. Many times, that is one of the most important things that students forget.

Many are probably thinking about what a pain it is going to be to get up a whole half hour early to participate in the calisthenics. In reality they are wrong. The vigorous excercise will get the student's bodies awake, warmed up, and most importantly, rush the blood to their brain to get them to start thinking by first period. It well get their blood pumping, and make them feel more energentic and lively. They will be ready to get into discussions about the book they just read.

It is a known fact that excercise is essential to keep a person in shape and healthy. Many people, however, do not get enough excercise on their own and need to be pushed to do so. Calisthenics will burn off some of the calories from the Big Mac of last night's dinner. Work to get the body everyon

Students will try to think of various excuses to get out of this. They might think that gym is their form of excercise for the day. For some it might be, but what about all those in simulator, health, or driver's ed? There are also those who kind of stand there and practically just watch the others play basketball. They do not put any effort into it and, sadly enough, usually get away with it. Sometimes the gyms are too small to have the whole class participate at once. Many times it is divided, and there is no vigorous excercise involved.

Of course, in every class there are the athletes and the non-athletes. For some reason, the athletes tend to hog the game. They want to play amongst themselves and do not want the people who are not good to mess them up. The non-athletes feel intimidated and are deprived of their excercise time. This is when calisthenics would come in.

Is an extra half-hour really too much to ask for, especially if it is beneficial? Maybe some will be smart enough to think to go to bed earlier. Who cares if a little sweat is involved? The only excuses not to do this really just involve sloth and pride in how one's hair might be messy. Extra excercise will not be harmful. It is more harmful not to do it and sleep through schoolwork. Everyone should stop being lazy and reset their alarms for great calorie-burning workout!

WRITING PART 1 **WRITING TASK**

○ REGULAR ● MAKE-UP

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Score Point: 6

This persuasive response effectively refutes potential arguments against school calisthenics It is well unified and complete

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APPENDIX C

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

NEW JERSEY REGISTERED

In scoring, consider the grid of written language.	**Inadequate Command**	**Limited Command**	**Partial Command**
Score	1	2	3
Content and Organization	* May lack opening and/or closing	* May lack opening and/or closing	* May lack opening and/or closing
	* Minimal response to topic; uncertain focus	* Attempts to focus * May drift or shift focus	* Usually has single focus
	* No planning evident; disorganized	* Attempts organization * Few, if any, transitions	* Some lapses or flaws * May lack some transitions
	* Details random, inappropriate, barely apparent	* Details lack elaboration, i.e., highlight paper	* Repetitious details * Several unelaborated details
Usage	* No apparent control * Severe/numerous errors	* Numerous errors	* Errors/patterns of errors evident
Sentence Construction	* Assortment of incomplete and/or incorrect sentences	* Excessive monotony * Numerous errors	* Little variety in syntax * Some errors
Mechanics	* Errors so severe they detract from meaning	* Numerous serious errors	* Patterns of errors evident

NON-SCORABLE RESPONSE	(FR) Fragment	Student wrote too little to allow a reliable judgement of his/her writing.
	(OT) Off Topic/ Off Task	The response was not on the assigned topic/task.
	(NE) Not English	The response was written in a language other than English.
	(NR) No Response	The writing task folder was blank, or the student refused to write on the topic.

HOLISTIC SCORING RUBRIC

Adequate Command	Strong Command	Superior Command
4	5	6
* Generally has opening and closing	* Opening and closing	* Opening and closing
* Single focus	* Single focus * Sense of unity and coherence * Key ideas developed	* Single, distinct focus * Unified and coherent * Well-developed
* Ideas loosely connected * Transitions evident	* Logical progression of ideas * Moderately fluent * Attempts compositional risks	* Logical progression of ideas * Fluent, cohesive * Compositional risks successful
* Uneven development of details	* Details appropriate and varied	* Details effective, vivid, explicit, and/or pertinent
* Some errors that do not interfere with meaning	* Few errors	* Very few, if any, errors
* Some variety * Generally correct	* Variety in syntax appropriate and effective * Few errors	* Precision and/or sophistication in syntax * Very few, if any, errors
* No consistent pattern of errors * Some errors that do not interfere with meaning	* Few errors	* Very few, if any, errors

Content/Organization	Usage	Sentence Construction	Mechanics
* Communicates intended message to intended audience * Relates to topic * Opening and closing * Focused * Logical progression of ideas * Transitions * Appropriate details and information	* Tense formation * Subject-verb agreement * Pronouns - usage/agreement * Word choice * Proper modifiers	* Variety of type, structure and length * Correct construction	* Spelling * Capitalization * Punctuation

New Jersey Department of Education

APPENDIX D

AUTHOR'S SELF-REPORTING FORM

AUTHOR'S

Student: _____

RHSM Score: _____ Date: _____

RHSM

RHSM FEATURES	OVERVIEW	DESCRIPTIVE CRITERIA
CONTENT/ ORGANIZATION	Extent to which the response is: • focused on task, purpose, and audience • supported by relevant and elaborated details • clearly and logically ordered	1. Opening and closing
		2. Single, clear focus
		3. Sense of unity; completeness
		4. Even development of key ideas
		5. Logical progression of ideas
		6. Appropriate and varied details
		7. Clear transitions
		8. Coherence and fluency
		9. Controlled compositional risks (if applicable)
USAGE	Extent to which the response is written in standard written English	10. Correct tense formation
		11. Subject-verb agreement
		12. Correct pronoun usage and agreement
		13. Effective and varied word choice
		14. Use of proper modifiers
SENTENCE CONSTRUCTION	Extent to which the response includes complete and controlled sentences	15. Correct sentence construction (syntax)
		16. Variety in length and structure
		17. Controlled use of words and phrasing
MECHANICS	Extent to which the response is technically correct	18. Few errors in spelling
		19. Few errors in capitalization
		20. Few errors in punctuation

SELF-REPORTING FORM

Student: _____ CONFERENCE LOG

Teacher: _____ Date: _____

ANNOTATION GUIDE

STRENGTHS +	NEEDS -	COMMENTS ABOUT WRITING STRENGTHS AND NEEDS

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Publication Services
CN 500
Trenton, NJ 08625-0500

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